

Monitor Comprehension	The Art Lesson by Tomie dePaola
Objectives:	<p>We want students to:</p> <ul style="list-style-type: none"> • develop an awareness of their thinking as they read, listen and view • understand that their thinking matters when they read • leave tracks of their thinking by drawing and writing • learn how to turn and talk to their partner about their thinking
Materials Needed:	<p>Book - The Art Lesson by Tomie dePaola</p> <p>Post-it notes</p> <p>lined paper with half sheet for drawing</p>

Time	Activity
15 min.	<p>Opening of the Day and Independent Reading -</p> <p>As students enter, they will begin with 10 minutes of independent reading time. Opening - students sitting in a circle up close. Use this time to review the schedule for the day and build engagement and motivation.</p>
20 min (total)	<p>Read Aloud/Shared Reading (whole group)</p> <p>(explicit instruction) - This is where teachers connect and engage students' interest and activate and build their background knowledge, finding out what they know. Teachers use this time to think aloud, modeling and demonstrating the "inside" story of reading mentor texts. Students enter in by turning and talking and "holding" their thinking on sticky notes.</p>
10 min.	<p>Connect & Engage:</p> <p><i>Today I brought a book I love called The Art Lesson, written by a great writer and artist called Tomie dePaola. (hold up the book so they can all see the front cover) It tells the story of a little boy who loves to draw and who can't wait to start kindergarten and go to art class. Anyone here like to draw? Who likes art class?</i></p> <p><i>Well, the little boy in this story really loves to draw. You will see. He draws wherever and whenever he has a chance.</i></p> <p><i>We are going to read this story in a minute, but before I start reading, I am going to show you how we turn and talk to each other during the lesson. Readers need a chance to talk to each other about their thinking in order to understand what they are hearing and reading. And talking to each other makes the book so much more interesting. As I read to you now, and all through the summer the other teachers and I are going to ask you to turn and talk to a partner about your thinking from time to time.</i></p> <p><i>Let me show you how it works. Who can help me?</i> (Choose two students to be partners who will act as models for turn and talk) _____ and _____, <i>thanks for volunteering. The rest of you need to watch _____ and _____. You two</i></p>

please sit down next to each other and face me. In a minute, I am going to ask you to turn and talk about what you are thinking about this book. But you will only be talking for a few moments, so there is no need to turn your bodies and face each other. Then when I ask you to turn and talk, you can just turn your heads when you talk, without shifting your bodies toward each other. Think you can do that? OK, you two, turn and talk about what the cover of this books makes you think about. (After about 10 seconds or so, ask them to share what they were talking about)

So great! Thank you both for showing us how to turn and talk. What did the rest of you notice them doing? (continue until students have expressed the acceptable ways to turn and talk)

OK, now all of you turn and talk to a partner about drawing, painting or anything this cover makes you think about. Great job! Who wants to share something you talked about?

Model

*Before we start the story, I want to share something that kids and adults do as they listen, view and read a book. You may have talked about this in your first grade class and I know you will be talking about it in your second (third) grade class. Reading is not just about the words. We also think about the information. Reading is about thinking. We don't just think about what is happening in the story. We have thoughts and questions on our own when we read or listen. We might be reminded of something or we might wonder something. **Thinking matters!** We can't learn anything without thinking about it. Nothing matters more than your thinking when you look at the pictures, listen to, or read a story.*

I am going to show you how I think about the words and pictures as I read The Art Lesson. Let's start with the cover. I see this little boy holding some paper and a crayon. He has a big smile on his face. That smile makes me think he really likes to draw because he looks so happy. I'm going to write those words on a Post-It because when I look at the cover, it makes me think he loves to draw. (write on the post-it Wow! I bet this boy loves to draw!) Turn to each other and talk. What does the cover make you think about? (Kids turn and talk - As students respond continue the dialogue by saying: What makes you think that?

Begin reading:

When I read this first page, it really makes me think of my son who always wanted to build bridges. He used to build bridges with Legos and then when he was older drew pictures of bridges. My son loved to read books about building bridges. Tommy wanting to be an artist reminded me of my son who wanted to be an bridge engineer. My son is all grown up now. But, do you know what my son's job is? Yes, he is building bridges! I am going to

5 min.

	<p>Read aloud: <i>On Monday, Tommy brought his sixty-four crayons to school. Miss Landers was not pleased. "Everyone must use the same crayons," she said. "SCHOOL CRAYONS!"</i></p> <p><i>As I read this I began to think about how excited Tommy was about all of the different colors that were in his crayon box. He loved the blue-violet, turquoise, red-orange even gold and silver. I wondered if Tommy would be able to use his own crayons that he had brought from home? I wondered if Miss Landers would make an exception when she saw Tommy's big box of crayons?</i></p> <p><i>As I continued to read the words, I learned that Tommy would have to take his crayons home and would have to use the same crayons as all of the other students.</i></p> <p><i>Before we finish working I am going to give you a book mark to take home. On that book mark I want you to write: I am thinking about... to remind you when you read at home to practice what we worked on today. You were all good thinkers!</i></p>
15 min.	Recess/Snack Break
(15 min /group) 30 min total	<p>Group 1: Take Home Selection (split groups - 15 minutes each) Two members of the team will assist students in the selection of 'just right' books to take home for the week</p> <p>Group 2: Modeled/Shared/Interactive Writing (Connected to Morning Read Aloud Book) -Teachers will use this time to teach a very short mini-lesson, which students will often apply in responding to their reading.</p> <p><i>Now that we've finished the story, we are going to write or draw about what you were thinking when you were listening. As I was reading, I was thinking about my favorite thing to do. I like to read books in my free time and so I am going to write that sentence on the chart. Then I am going to draw a picture of me reading a book in my comfortable chair.</i></p> <p><i>Now it's your turn to think, write and draw. While you were listening You don't have to tell the whole story over again. You can draw a picture first and then add the words or you can write first and then draw if you choose. As you were listening, what did the story mostly make you think or wonder about?</i></p> <p><i>When we are finished with our ideas about thinking we will share with the others. When you see most are finished drawing and writing.</i></p> <p><i>Who wants to share a drawing of what the story mostly made you think about?</i></p>

5-10 min

Sharing/Closing -

Use this time to reflect on the day. This is a good time to suggest ways students can share their learning at home, to read a short poem or interesting text, hear student book talks and to share their own literacy by talking about what they are planning to read at home.

